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ABSTRACT

The summary report, a condensed version of the final report of the Thai-Alberta Cooperative Assessment Project, is drawn largely from Chapter 8 of the final report and presents the essential nature, scope, and findings of a project involving data from over 5,000 Thai participants (principals, teachers, students, parents and alumni) in a sample of 16 rural secondary schools (RSS) in all parts of Thailand. The summary contains an introduction; background of the RSS project; rationale, objectives and design of the assessment; findings concerning specific and general objectives; a "global conclusion"; recommendations concerning RSS schools and the conducting of a cooperative assessment; and appendices of selected tables. The report concludes that the RSS project, a massive and complex innovation in rural and district secondary schools in Thailand, has demonstrated the possibility of greatly improving secondary education in the rural areas of Thailand and that such schools could be brought into the project throughout Thailand, provided adjustments are made to the educational system to offset the selective character of the RSS schools, a phenomenon which has emerged as a result of the success of the schools. The executive summary is a condensed version of the summary report and final report and follows the same organization. (AN)

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# THAI-ALBERTA CO-OPERATIVE ASSESSMENT PROJECT CONCERNING RURAL SECONDARY SCHOOLS 1978-1980

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# SUMMARY REPORT

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BANGKOK AND EDMONTON • MARCH 1980

# SUMMARY REPORT

OF THE

# THAI-ALBERTA CO-OPERATIVE ASSESSMENT PROJECT (1978-1980)

CONCERNING

# THIRTY-TWO RURAL SECONDARY SCHOOLS

# IN THE THIRD NATIONAL ECONOMIC AND SOCIAL PLAN,

# THAILAND

(1972 - 1976)

Conducted by

Department of General Education,
Ministry of Education
Bangkok, Thailand

and

Faculty of Education
The University of Alberta,
Edmonton, Canada

BANGKOK AND EDMONTON

MARCH, 1980

ACKNOWLEDGEMENTS

The successful completion of this large-scale, complex Co-operative Assessment was possible only with positive and enduring support from many sources. It would be impossible to mention all to whom we are indebted, but we would like to thank some of the key persons.

In Thailand, Dr. Kaw Swasdi Panich, Minister of Education, Mr. Smarn Sangmahli and Mr. Suradej Visessurakarn, successive Directors General of Secondary Education; Dr. Sawat Udompoch, Dr. Wanlop Kansup and Mrs. Jitsai Padungrat, Thai Associates at the operational level in all phases; the sixteen principals of the sample schools, especially the eight principals of the site-visit schools; the seventeen persons, many at the senior level, who participated in the Ministry interviews; Mr. Manoon Kanjanapakde, administrator of the coding of data; and Dr. Sen Keoyote, Associate in Canada during the analysis phase.

In Alberta, Dean Walter H. Worth of the Faculty of Education, University of Alberta and Mr. William McCarthy, Field Co-ordinator of the Thai Projects; Dr. Earle K. Hawkesworth, Dr. H.A. MacNeil, Mr. M.A. Strembitsky, in the Reconnaissance phase; Dr. M. Kuefler in the Basic Planning Phase; Dr. T.A. Blowers in the Basic Planning, Data Collection and Analysis phases; Mrs. Christiane Prokop, computer programming; Mrs. Arlene Cowan and Mrs. Doreena Matheson, for massive amounts of typing.

At the International Bank for Reconstruction and Development, Dr. Frank Farner and Dr. Leonard Berggren; at the East-West Center, Honolulu, Dr. Frank Vivio, Academic Reviewer; at the International Development Research Centre, Ottawa, Canada, Dr. Kenneth King, External Analyst.

To these persons, and a host of others, go our deepest and most sincere thanks.

Ruang Chareonchai
Co-Director

L.R. Gue
Co-Director

The Thai-Alberta Co-operative Assessment Project, 1978-1980, had its genesis in informal discussions between officials of the Ministry of Education of Thailand, The University of Alberta in Edmonton, Canada, and the International Bank for Reconstruction and Development (World Bank), commencing as early as 1975. Tentative proposals for an Assessment were presented by The University of Alberta to the Ministry of Education of Thailand in 1977 and 1978. These tentative proposals led to the Detailed Proposal of October, 1978, the basis for the design of this research and the contract to perform it.

One of the first decisions of the Thai and Canadian Associates during the Reconnaissance Phase of the Assessment (July, 1978) was to delimit the schools being studied to those in the RSS Project alone. CIDA schools and other non-Project schools were excluded. The CIDA schools had already been studied and reported upon in 1974 by the National Education Commission of Thailand; and a comparative study of RSS and other non-Project schools was deemed to be too demanding of time, money and resources to be justified at that time. This Co-operative Assessment, then, is considered a benchmark study, describing as accurately as possible the situation and operation of the 32 schools in the RSS Project, as seen by the research team from a study of a sample of 16 of the schools in 1979/2522.

The implementation of the Co-operative Assessment began early in January, 1979. The Final Report was presented early in May, 1980. All members of the research group, Thai and Canadian, worked on an equal footing in all phases of the study, from earliest "Reconnaissance" to the writing of the Final Report. Consensus was the decision rule in conducting the Assessment, which was co-operative in every sense of the word.

The design of the Assessment was a blend of two paradigms - phenomenology and systems theory. Data-gathering and reporting techniques demonstrated blending. Data collection included use of written questionnaires with structured and open-ended items; interview schedules with open and structured items; visits to schools; photographs of

schools and classes in action; documentary data from the Ministry of Education; and intensive discussions with principals and others concerning precise meaning of responses. From all these sources, massive amounts of data were collected, analyzed, synthesized, and the Final Report, Summary Report, and Executive Summary written.

Concerning the reporting of numerical data gathered from five-point scales, certain conventions were adopted in translating numbers into semantic equivalents for textual purposes. These will be found in Appendix A. Data from the 16 RSS sample schools were grouped but can be retrieved, school-by-school, if desired.

The Final Report was written in its entirety by Professor L.R. Gue, Co-Director of the Assessment, based upon the Interim Report which was presented and critiqued in Thailand in December, 1979. The Summary Report presented herewith is drawn largely from the Summary Chapter of the Final Report, with some inclusions of other Final Report data.

In the writing of all reports I have attempted to avoid what John Kenneth Galbraith has termed "the peculiar aridity of writing in administration," and replace such writing with an accurate, scholarly, unvarnished yet considerate account of real people doing real things in the real world - and always in Thai style. For all errors, omissions, illogicalities and redundancies I take full responsibility.

Participation in this Co-operative Assessment has been a demanding, yet rewarding experience, both professionally and personally. To all my Thai and Canadian friends who have joined in the enterprise, my deepest appreciation.

Leslie R. Gue

The University of Alberta
Edmonton, Alberta, Canada
July 21, 1980/2523

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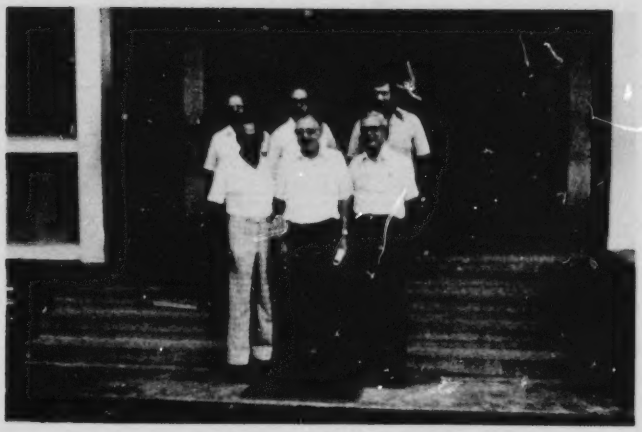
FIELD WORK TEAMS



Reconnaissance Phase (July, 1978)

Basic Planning and Pre-testing (January - February, 1979)

Data-Gathering (July - August, 1979)

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Interviewing a Teacher, Sriyaphai School, July, 1979

Interviewing a Student,
Photaram Wattanaseni School, August, 1979

Consulting with Principal and Administrative Staff,
Phon Tong School, August, 1979

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SUMMARY REPORT

# THAI-ALBERTA CO-OPERATIVE ASSESSMENT PROJECT

## 1. INTRODUCTION

### 1.1 Nature and Purpose of the Summary Report

This Summary Report is a highly-condensed version of the full report of the Co-operative Assessment, published in May, 1980 under the title Final Report, Thai-Alberta Co-operative Assessment Project Concerning Rural Secondary Schools. An attempt has been made to extract from that full report the essential features and findings of the Co-operative Assessment of the 32 Thai Secondary Schools included under the Rural Secondary Schools (RSS) Project of the Ministry of Education of Thailand, assisted by the International Bank for Reconstruction and Development (World Bank). The information in this Summary will be drawn largely from the information presented in Chapter Eight of that Report. A minimum of tabular materials will be presented here.

The purpose of the Summary Report is to assist the reader to grasp quickly the essential nature, scope and findings of a rather massive research project involving data from over 5,000 Thai participants - principals, teachers, students, parents and alumni, and principals of nearby schools - in a sample of sixteen rural secondary schools in the R.S.S. Project in all parts of Thailand. Readers wishing more extensive details of the design and findings of the study are invited to consult the Final Report.*

### 1.2 Organization of this Report

This Summary Report is organized under the same major headings as the Final Report in order to provide ease of reference for readers wishing to use both reports. The Parts of this Summary, then, are:

---

*Available in limited quantities from the Department of Educational Administration, The University of Alberta, Edmonton, Alberta, Canada T6G 2G5 at a price of CAN $23.00 per copy. An Executive Summary is also available from the same source.

PART 1 Introduction
2 Background to the RSS Project
3 Rationale for the Assessment
4 Design of the Assessment
5 Findings: Specific Objectives
6 Findings: General Objectives
7 Global Conclusion
8 Recommendations Concerning RSS Schools
9 Recommendations Concerning Conducting a Co-operative Assessment
10 Appendices

## 2. BACKGROUND

### 2.1 Moving towards a Diversified Curriculum

The Rural Secondary Schools Project, the focus of this Co-operative Assessment, is a longitudinal outgrowth of a process of study and revision of the secondary education system in Thailand, beginning with the Orata-Sargent UNESCO study of 1949. That study recommended the establishment of comprehensive secondary schools to replace the existing rigidly academic schools. A pilot comprehensive girls secondary school, Suranaree, was established at Nakhon Ratchasima (Korat) in 1960. The school was considered very successful.

### 2.2 The "CIDA Schools"

As a result of the success of Suranaree, a further twenty schools became part of the "Comprehensive School Project," 1966-1972, assisted by Canadian International Development Agency. The first six of these schools began operation as comprehensive schools in 1967, using the 1967 Comprehensive Curriculum. This curriculum abolished "streams" and replaced them with the offering of a variety of courses open to students according to their abilities, interests, and aptitudes. The unit system of promotion was established, replacing the full year pass/fail policy

in effect up to that time. Subjects were assigned credits and promotion was by subject rather than by year. The twenty "CIDA schools," as they have become known, offered Lower Secondary grades only (MS 1, 2 and 3), the equivalent of grades 8, 9 and 10 in North American practice. These twenty schools were considered very successful, and led to the government policy of diversification of the curriculum for all government secondary schools. The 1967 Curriculum was improved with the introduction of the 1969 curriculum which reduced the fragmentation of the offerings through the elimination of many small courses and the grouping of term courses into one-year courses.

## 2.3 The Rural Secondary Schools (RSS) Project

The CIDA Comprehensive School Project was followed by the Rural Secondary Schools (RSS) Project, 1974-1979, using a limited version of the 1969 curriculum. Thailand had found that fully comprehensive schools were too expensive to build, equip and operate in the Thai setting. Assistance from the World Bank was obtained to extend and improve the 32 schools of the RSS Project so that they could offer a diversified rather than a comprehensive curriculum.

In 1975, a revision of the Upper Secondary Curriculum was implemented for all schools in Thailand, including the RSS Project Schools. In 1977, a new National Education Scheme was promulgated for all schools. Under this scheme the elementary and secondary grades were reorganized on a 6-3-3 basis rather than on the former 7-3-2 plan. Primary (elementary) school became six years; Lower Secondary, three years; and Upper Secondary, three years. The old 7-3-2 plan was phased out year by year, commencing in 1978. The process will be complete by 1983. Former MS (Maw Saw) grades have been re-labelled "M" (Maw) to distinguish grades in the new organizational pattern. In 1978, a revision of the curriculum for the Lower Secondary Grades was completed. This new Lower Secondary Curriculum included a component of four hours per week of Work Education.

In the 32 RSS Project schools under study in this Assessment, three different curricula (1969, 1975 and 1978) were in use in varying combinations in varying grades during 1978 and 1979, the years in which

this Co-operative Assessment was being conducted. This situation rendered the Assessment very much of the formative type, not only because of the variety of curricula in use, but also the recency of some of the changes and introduction of the diversified curricula into the RSS schools.

## 2.4 Thailand: Setting for the RSS Project

Thailand, the setting for the RSS Project Schools, is a tropical country in South-east Asia. Lying between Malaysis, Burma, Laos, and Kampuchea, and formerly known as Siam, Thailand has an area of 514,000 square kilometers (198,455 square miles) and an estimated population in 1979 of 44,000,000 people. Thailand is approximately 1,610 kilometers (1,000 miles) from east to west. The narrowest portion of Thailand, near Prachuab Kiri Khan, is less than 25 kilometers wide. The Kingdom has four major regions, fairly clearly defined - North, North-east, Central and South. The four regions vary considerably in terrain, rainfall, vegetation, natural resources and socio-cultural characteristics. It is a food-surplus country. The country is divided into 71 provinces or "changwads," with further divisions into districts and sub-districts. Thailand is a constitutional monarchy, under a military government at the time of this Assessment. It has a national system of education centralized in the capital city, Bangkok.

The increase in both absolute numbers and proportion of students in the secondary grades throughout Thailand since 1967 is very remarkable, with a twelve-fold increase noted for girls in MS 3. The change in nation-wide preference of students for government secondary schools as opposed to private schools has also been quite remarkable since 1967.

## 2.5 Profiles: Schools and Individuals in the Co-operative Assessment

Identifying data from the Co-operative Assessment indicate that the sample schools in the study were set in medium-sized provinces, districts, and sub-districts, with population means of 647,082 in the provinces, 82,867 in districts, and 24,956 in the sub-districts. The sample schools were located in all four major regions of Thailand -- North, North-east, Central and South, and in fourteen provinces: Chiengmai, Nan, Ubon, Surin, Nongkhai, Roi-et, Surat Thani, Chumporn,

Songkhla, Rajburi, Petburi, Chacheongsao and Rayong.

Principals in the RSS schools were well-qualified, with varying amounts of service as principals. Teachers were generally young and well-qualified, with less than ten years' experience.

The profile of students in the RSS schools showed them to be about evenly divided between males and females, with almost two-thirds coming from middle-class families. Most lived with both parents, or with relatives, travelled 1 - 3 kilometers to school, and were supported in school by their parents. Between eight and twelve percent of M1, MS 3 and MS 5 students had some form of part-time work.

Parents selected for the study were young, half being below age 29, well-educated, and heavily skewed to males. Most sent one or two children to school, about evenly divided between boys and girls, and evenly distributed among the grades from M1 to MS 5.

## 2.6 The University of Alberta's Training Programs

With respect to the training component of the RSS Project, The University of Alberta in Edmonton, Canada, had successfully implemented between 1966 and 1972 the training project for 161 teachers, supervisors and administrators of the CIDA project schools. That University was therefore asked to implement the training program for administrators of the RSS schools, which it did.

## 2.7 Evaluation

Evaluation of Project Schools had been discussed on an informal basis by the Thai Ministry of Education and the Faculty of Education of The University of Alberta for some time. After lengthy negotiation, the Faculty was asked in 1978 to conduct the evaluation of the RSS schools. This evaluation became known as the "Co-operative Assessment Project," reported upon herein.

## 3. RATIONALE FOR THE ASSESSMENT

The rationale underlying the Co-operative Assessment had three elements:

3.1 obtaining a measure of the extent to which the RSS schools were reaching their objectives

3.2 obtaining data to support the amount of time, money and effort spent upon diversifying the curriculum in the RSS secondary schools, and

3.3 obtaining valid and reliable data to aid in future decision-making concerning diversification of the curriculum in all Thai government secondary schools.

## 4. OBJECTIVES OF THE ASSESSMENT

The "Program for the Improvement of Rural Secondary Schools" (Ministry of Education, 1973:2, 3) stated the General and Specific Objectives of the RSS Project. The Objectives of this Co-operative Assessment, then, were drawn from these statements and from the Development Credit Agreement (IDA, 1973) #369 TH.

4.1 The General Objectives of the Assessment were thus to appraise:

4.1.1 The movement towards the implementation of the targets of the Development Credit Agreement # 369 TH (Rural Secondary Schools Component) between Thailand and the International Development Association, dated April 11, 1973.

4.1.2 The degree of upgrading of secondary schools in provincial towns and rural districts to the level that is competitive with the best schools in Bangkok and Thonburi area.

4.1.3 The degree to which the schools provide students special programs so as to meet the aptitudes and abilities of each individual.

4.1.4 The movement towards satisfying the economic and social demands of the country in consonance with the Third National Economic and Social Development Plan.

4.2 Specific Objectives

The Specific Objectives of the Co-operative Assessment were based in part upon the statement of specific objectives of the Rural Secondary Schools Project (Ministry of Education, 1973:3, 4), the statement of Expected Outcomes, and in part upon the experience of The University of Alberta study team. The Specific Objectives of the Assessment may thus be said to have been to appraise:

4.2.1 The provision of a more flexible and diversified curriculum;

4.2.2 The provision of needed facilities for each school;

4.2.3 The assignment of qualified teachers to carry out the learning and teaching activities;

4.2.4 The furnishing of equipment, supplies and teaching aids in order to facilitate effective learning;

4.2.5 The provision of a supervision and training program for teachers;

4.2.6 The quality of the administration of the schools;

4.2.7 The satisfaction of administrators, teachers, pupils, parents, alumni and Ministry officials with the schools in helping to meet the social and economic needs of Thailand;

4.2.8 Such other matters as may affect the schools, the Ministry and the local communities as a result of the RSS program.

## 5. DESIGN OF THE ASSESSMENT

### 5.1 Phases of the Assessment

The Co-operative Assessment Project passed through eight phases.

Phase I, (Reconnaissance) was conducted in the first two weeks of July, 1978, when a team of six senior educators from Alberta met with Thai counterparts in Bangkok to discuss the feasibility of evaluating or assessing the impact and effectiveness of selected government secondary schools in Thailand. Agreement was reached in principle that a joint Thai-Alberta Co-operative Assessment should be undertaken of the 32 schools in the Rural Secondary Schools Project.

Phase II, (Detailed Proposal), followed. This proposal, written by the Canadian Co-Director, was accepted by Thailand and the International Bank for Reconstruction and Development (World Bank). Letters of understanding were exchanged between the Ministry of Education and The University of Alberta in December, 1978, and implementation began.

Phase III (Basic Planning) and Phase IV (Pre-testing), were conducted during January and February, 1979, by a team of four Alberta educators and four Thai counterparts. Questionnaires and Interview Schedules were produced and pre-tested during this period. Final development of the instruments, in English and Thai, was completed during the March - May period, 1979, in Edmonton and Bangkok.

Phase V (Data Collection), was completed during July and August, 1979 by a team of three Alberta educators, three Thai counterparts, and strong Thai technical support staff.

Phase VI (Data Analysis), was largely completed during the September - November period, 1979, at The University of Alberta. A senior Thai counterpart was seconded to Edmonton for a six-week period to assist with this data analysis. Other technical assistance was received from academic staff and graduate assistants (Thai) in the Department of Educational Administration of The University of Alberta, where the Project was housed.

Phase VII (Interpretation/Review), was completed in Thailand during the period December 6 - 11, 1979. Reviewers were the Thai

Co-Director of the Assessment, together with five other Thai associates; the Canadian Co-Director; the External Academic Reviewer; and a representative from the World Bank. Reviewers accepted the Report as a basic document, and suggested a number of additions, revisions and refinements.

Phase VIII (Final Report), was completed in May, 1980, at The University of Alberta, by the Canadian Co-Director and The University of Alberta Printing Department.

Although not included as a "phase", an external analysis and report upon the Co-operative Assessment and its Final Report was completed by an External Analyst, a senior member of International Development Research Centre, Ottawa, Canada.

## 5.2 Assessment (Evaluation) Models

The Co-operative Assessment was based on evaluation models proposed by Stufflebeam (1971) and Metfessel and Michael (1967). Stufflebeam's model draws attention to the four major components of a service; Context, Input, Process, Product. These concepts form the foundations of the Assessment. Specifics for instrument development were obtained partly from the Metfessel and Michael model, and partly from some research instruments developed by the Edmonton Public School Board, Edmonton, Canada. From basic conception at the Reconnaissance phase to completion of the instruments, full communication and consensus obtained among Thai and Canadian colleagues.

## 5.3 Samples: Schools and Individuals

Because of the number, size, and wide dispersal of the RSS Project schools, together with the number of personnel involved, selection of samples of schools and of individuals for the study became necessary. The choice of sample schools was done extremely carefully to ensure representativeness according to phase of the Project, geographic location of the school, level of education offered, size of school, and type of education (boys', girls' or co-educational). All criteria were met by the final sample of sixteen of the thirty-two Project schools.

Eight of the sixteen sample schools were further chosen as site-visit schools for personal visit by the research team. The same criteria as for the selection of the sixteen schools were again successfully applied.

In terms of selection of individuals for questionnaire completion and interview, representativeness was again sought, this time on the basis of position, experience, age, grade or subject taught (teachers' sample), familiarity with the school (parents' and alumni sample). Considerable success was achieved in selection of individuals, although the parent's and alumni sample was skewed towards younger males.

Some seventeen Ministry of Education personnel, chiefly in Bangkok, selected by the Office of Special Projects' staff, were included in the interview samples, distributed according to position and area of expertise.

Location of the schools in the RSS Project will be found in Figure 1, with identifying data for the 32 schools in Table 1. Identifying data on the sixteen sample schools will be found in Table 2, with the eight site-visit schools indicated by an asterisk opposite the Assessment Code Number.

A summary of the samples of individuals involved in the Assessment will be found in Table 3.

## 5.4 Instrumentation

Six questionnaires and six interview schedules were developed in English for the Assessment, then translated into Thai and back-translated into English as a check. The instruments used a variety of item styles: closed five-point scales, rank-ordering, and free-response items.

## 5.5 Analysis

All items on all questionnaires were coded in Thailand for computer processing, including arbitrary codes for free responses. Actual computer processing was conducted at The University of Alberta. Tests of statistical significance (F tests and t-tests) were performed on appropriate data, and used in the report where the information added

Table 1

Identifying Data for the 32 RSS Project Schools

| Proposal Code Number | Name | Province | Type | Enrolment, 1972 | No. of Teachers, 1972 |
|---|---|---|---|---|---|
| 1 | Satri Nonthaburi | Nonthaburi | G. Co-ed.[1] | 2,402 | 85 |
| 2 | Wat Khema pirataram | Nonthaburi | B. Co-ed.[2] | 2,866 | 79 |
| 3 | Samutprakan | Samutprakan | B. Co-ed. | 1,178 | 54 |
| 4 | Rayong Wittayakom | Rayong | Co-ed. | 1,193 | 50 |
| 5 | Bangpakong "Borworn Waittayakom" | Chacheongsao | Co-ed. | 529 | 25 |
| 6 | Chomsurang-Upatham | Phranakorn Sri-Ayutthaya | G. Co-ed. | 1,085 | 35 |
| 7 | Singburi | Singburi | B. Co-ed. | 1,583 | 64 |
| 8 | Surat-Thani | Surat-Thani | B. Co-ed. | 884 | 39 |
| 9 | Sriyaphai | Chumporn | B. Co-ed. | 1,105 | 53 |
| 10 | Chumpae Suksa | Khon Kaen | G. Co-ed. | 468 | 14 |
| 11 | Tung Song | Nakorn Sri-Thammarat | B. | 694 | 21 |
| 12 | Benjamrachuthit | Rajburi | B. Co-ed. | 1,352 | 57 |
| 13 | Nari-Nukun | Ubon-ratcha-Thani | G. Co-ed. | 1,023 | 41 |
| 14 | Mattayom Bangbaw | Samutprakan | Co-ed. | 413 | 20 |
| 15 | Benjamathep-Uthit | Phetburi | G. Co-ed. | 1,263 | 58 |
| 16 | Satri Kanchanaburi "Kanchananukroh" | Kanchanaburi | G. | 691 | 24 |
| 17 | Tatum-prachaserm Wittaya | Surin | Co-ed. | 261 | 11 |
| 18 | Srisongrak Wittaya | Loei | Co-ed. | 310 | 6 |
| 19 | Rahtborika-Nukroh | Rajburi | G. Co-ed. | 820 | 34 |
| 20 | Muangphon Pittayakom | Khon Kaen | Co-ed. | 285 | 8 |
| 21 | Pan Phrao | Nonghkai | Co-ed. | 418 | 13 |
| 22 | Yangtalad Wittaya-karn | Kalasin | Co-ed. | 328 | 12 |
| 23 | Phon-thong Pattana Wittaya | Roi-et | Co-ed. | 371 | 10 |
| 24 | Prasart Wittayakarn | Surin | Co-ed. | 370 | 12 |
| 25 | Pua | Nan | Co-ed. | 358 | 11 |
| 26 | Mae-tang | Chiengmai | Co-ed. | 507 | 20 |
| 27 | Chae-hom Wittaya | Lampang | Co-ed. | 458 | 11 |
| 28 | Ranode Wittaya | Songkhla | Co-ed. | 630 | 23 |
| 29 | Ladyao | Nakorn Sawan | Co-ed. | 513 | 12 |
| 30 | Photaram "Phota-wattanaseni" | Rajburi | Co-ed. | 1,037 | 38 |
| 31 | Hoiyod | Trang | Co-ed. | 538 | 18 |
| 32 | Damnern-saduak "Saithamachan" | Rajburi | Co-ed. | 836 | 30 |
| | | | TOTALS | 26,769 | 988 |

[1] G. Co-ed.: Basically a girls' school, with a few boys' classes in upper secondary.

[2] B. Co-ed.: Basically a boys' school, with a few girls' classes in upper secondary.



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Table 2

Sixteen Sample Schools by Basic Identifying Data

| Assessment Code Number | Name of School | Province | Region | No. of Teachers 1978 | No. of Students 1978 |
|---|---|---|---|---|---|
| 01 * | Rayong Wittayakom | Rayong | C | 168 | 2,899 |
| 02 | Bangpakong Borwon Wittayakom | Chacheongsao | C | 73 | 1,118 |
| 03 * | Singburi | Singburi | C | 161 | 3,038 |
| 04 | Surat Thani | Surat Thani | S | 141 | 2,595 |
| 05 * | Sriyapai | Chumporn | S | 135 | 2,571 |
| 06 | Benjamarachutit | Rajburi | C | 133 | 2,615 |
| 07 | Nari Nakun | Ubon Ratchathani | NE | 182 | 3,331 |
| 08 | Benjamathep Uthit | Petburi | C | 141 | 2,550 |
| 09 | Tatum Prachaserm Wittaya | Surin | NE | 74 | 1,325 |
| 10 | Ratchborika Nukroh | Rajburi | C | 150 | 2,400 |
| 11 * | Pan Phrao | Nongkhai | N | 49 | 974 |
| 12 * | Phon Tong Pattana Wittaya | Roi-et | NE | 89 | 1,478 |
| 13 * | Pua | Nan | N | 72 | 1,292 |
| 14 * | Mae Tang | Chiengmai | N | 48 | 836 |
| 15 | Ranode Wittaya | Songkhla | S | 73 | 1,347 |
| 16 * | Photaram "Phota Wattanaseni" | Rajburi | C | 96 | 1,826 |
| TOTAL | | | | 1,785 | 32,195 |

* Indicates schools visited by the research team during the data-collection phase of the Assessment.



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Table 3

Summary of Samples by Group and Type of Instrumentation

| Instrument | Principals | Teachers | | | | Total | Students | | | Total | Parents and Alumni | Principals of Nearby Schools | Ministry Personnel, Bangkok | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | M1 | MS 3 | MS 5 | Not Specific | | M1 | MS 3 | MS 5 | | | | | |
| Questionnaire | 16 | 359 | 411 | 285 | 14 | 1069 | 1425 | 1429 | 1137 | 3991 | 183 | 16 | -- | 5,275 |
| Interview Schedule | 8 | (varied teaching assignments) | | | 43 | 43 | 16 | 17 | 11 | 44 | 48 | -- | 17 | 160 |
| | | | | | | | | | | | | | TOTAL | 5,435 |

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useful knowledge. A great deal of pertinent documentary information was translated from Thai to English by the Thai Associates and made available for analysis.

5.6 Reporting

Contrary to the plan in the Detailed Proposal, extensive use was made of tables in the Final Report in order to provide more concrete data to support the stated findings and conclusions, and provide detailed information leading to further study and research. Certain conventions in reporting style were established and maintained. Chief among these was the use of evaluative and explanatory comments following the presentation of each section of data, and the use of full Summary Comments at the end of each chapter. Photographs were included to convey visually in concise form a great deal of factual information.

Four reports were included in the design of the Assessment: (1) an Interim Report for Review and Interpretation in Thailand prior to the writing of the Final Report, (2) A Final Report, containing complete details of the background, design, findings and recommendations of the Assessment, (3) A Summary Report giving the basic features of the design, findings and recommendations, and (4) an Executive Summary giving the skeleton of the design and the quintessential findings and recommendations of the research.

## 6. FINDINGS CONCERNING SPECIFIC OBJECTIVES OF THE RSS PROJECT

The findings of the Assessment concerning the movement towards Specific Objectives of the Rural Secondary Schools Project will be reported under the same headings as in the Final Report. A summary of the findings follows:

## 6.1 Findings: Curriculum

Specific Objective #1 for this Assessment was: "To appraise the provision of a more flexible and diversified curriculum."

Data show that, in general, the sample schools have implemented an appropriate blend of academic and Practical Arts courses.

The RSS schools were generally honoring the basic concept of the diversified curriculum -- the offering of a wide variety of courses and programs, with strengths reported by staff in both Academic and Practical Arts areas.

Constraints existed on the availability of Practical Arts and other electives.

The curriculum in the schools was generally considered average or better than average.

The 1969 Curriculum was preferred by principals and teachers over those of 1975 and 1978.

The curricula prepared students adequately either for further studies or for employment, but better for further studies than for employment. (See Table 6).

A strong academic thrust was present, as demonstrated by the use of entrance examinations as an admission criterion, and the listing of mainly academic courses as the most important. (See Table 4)

Guidance services were generally considered adequate or better with two exceptions - personal guidance and psychological testing.

Shortages of learning materials were present, rather acutely in some areas, such as audio-visual equipment, maps, charts, globes and atlases, tape recorders, films, filmstrips.

Response patterns to the questionnaires showed three groupings: high ratings -- principals and M1 students; mid-point ratings -- MS 3 students and parents and alumni; low ratings - MS 5 students and teachers.

Overall, the curricula being used in the schools were popular and successful.

*Conclusion: Specific Objective #1*

*Concerning Specific Objective #1, the conclusion is that very satisfactory progress has been made towards providing a flexible and diversified curriculum.*

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6.2 Findings: Facilities for RSS Schools

Specific Objective #2 for this Assessment was:

"To appraise the provision of needed facilities for each school."

The 32 schools in the RSS Project were divided into two groups for purposes of the construction and equipping of buildings. Extensions of buildings at 21 schools ("D" schools) were authorized under the IDA Development Credit Agreement #369 TH, as well as provision for furniture and equipment for eleven other schools ("E schools). In addition, the Department of General Education constructed buildings at its own expense at many of the "E" schools, sometimes modifying the original plans in accordance with local needs. The total number of buildings constructed, then, is greater than the number shown in the "Schedule of Accommodation" worksheets prepared by the World Bank. A close estimate showed that 1,379 "units" (academic or Practical Arts classrooms or instructional areas, teachers' houses, janitors' houses, sanitary facilities and cafetoriums) were constructed for the RSS Project at a cost of ฿273,714,493.10 or US $13,685,724.65.

School sites generally were found to be good, although a few were deemed inadequate. Parents were quite concerned about the state of the school fence, gate and road. School buildings generally were considered good, but insufficient in number, especially in special areas such as gymnasia and washrooms. No gymnasia had been planned for the RSS Project, so this stated inadequacy stems from generalized expectations of school staff rather than from specific plans in the Project. An insufficient number of washrooms was agreed by all sample groups to be high on the list of the ten worst features of the schools, especially on students' lists. (See Table 13) Teachers' houses were seen as

insufficient in number, although the Ministry of Education has a regulation stating that only 60% of the ideal number of teachers' houses could be constructed.

Ratings of the adequacy of the physical plant varied considerably among the types of buildings and the category of respondents. In the category, "buildings", ratings were at or near the mid-point of adequacy. Concerning specific buildings, ratings ranged from very much below the mid-point to considerably above it. It seemed apparent that the responses to the "adequacy" items varied from rating the functional usefulness of a type of building, to the actual number of certain types of buildings in the school setting.

Utilization of facilities was reported as generally good. All except two facilities were utilized 65% of the time or more. Highest degrees of utilization were found in Planting, Animal Husbandry, Agriculture and Auto Mechanics. Lowest degrees of utilization were found in Accounting, Drafting, Handicrafts, Leathercrafts and Office Practice. Some extenuating circumstances were found concerning the low degree of utilization in the areas noted.

In response to "best" and "worst" features of the schools, some seeming paradoxes were noted concerning physical facilities. For example, "classroom buildings" appeared among the first ten features of the "best" and "worst" feature lists. (See Tables 12, 13) Possibly this reflected different situations in different schools. However, parents and alumni and Ministry interviewees expressed the opinion that the buildings attracted students.

In a general query concerning the extent to which the RSS shools had achieved their objective of providing needed facilities, ratings of all groups were very positive.

*Conclusion: Specific Objective #2*

*Concerning Specific Objective #2, the conclusion is that the facilities which were constructed for the RSS Project were generally satisfactory, but that considerable inadequacies exist in some identified areas.*

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## 6.3 Findings: Assignment of Qualified Teachers

Specific Objective #3 for this Assessment was:

"To appraise the assignment of qualified teachers to carry out the learning and teaching situation.

One thousand sixty-nine teachers were included in the sample from the sixteen schools. Forty-four percent of the teachers were male, fifty-six percent, female. The average age was 27.1 years. The average experience of all teachers was 7.8 years, 4.9 of which had been spent in their RSS school. Teacher education qualifications were quite high: 20% held a Certificate; 44% a Diploma; 37% a bachelor's degree, and 0.6% a master's degree or higher. The 1,069 teachers held 1,590 credentials in all, granted by 47 institutions -- 39 Thai and eight foreign. Principals reported that their teachers were familiar with the 1969 and 1975 curriculum and with teaching methods. However, principals, teachers and Ministry personnel expressed a need for more and better-trained staff.

In the general query concerning the extent to which qualified teachers had been assigned to carry out the learning and teaching activities, principals, teachers and parents and alumni gave quite positive ratings, although with a considerable divergence of opinion among the principals.

*Conclusion: Specific Objective #3*

*Concerning Specific Objective #3, the conclusion is that the RSS Project schools were generally staffed with young, well-qualified teachers in the first decade of their career.*

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## 6.4 Findings: Equipment, Supplies and Teaching Aids

Specific Objective #4 for this Assessment was:

"To appraise the furnishing of equipment, supplies and teaching aids in order to facilitate learning."

Concerning equipment, principals thought it adequate or better, but teachers thought it inadequate. Concerning supplies, all sample

groups thought these as about adequate or less than adequate. Division of opinion was found concerning furniture, with some groups rating it adequate or better, others, less than adequate.

Concerning teaching aids (defined here as: textbooks, library and technical books, encyclopaedias and dictionaries, leisure reading books and magazines, films and filmstrips), M1 students were the most satisfied with the quantities, followed by MS 3 and MS 5 students, then parents and alumni, principals, and teachers. Teachers thought the supply of teaching aids inadequate in all six categories. However, there were wide ranges of opinion in all sample groups. In terms of subject areas, more equipment and materials were reported as needed in Practical Arts, Fine Arts, Physical Education, Home Economics and Agriculture. It is possible that some respondents did not know that the Department of General Education supplies only hardware, not paper or plastic learning materials.

Equipment and furniture costs were ฿91,731,447 or US $4,586,572.

In the general query concerning the extent to which the RSS schools had achieved their objective of providing equipment, supplies and teaching aids, principals, teachers and parents and alumni responded in a quite positive manner. This global rating is somewhat at odds with some specific ratings noted earlier.

*Conclusion: Specific Objective #4*

*Concerning Specific Objective #4, the conclusion is that generally, the RSS schools had provided equipment, supplies and teaching aids to facilitate learning, but that in some specific areas progress was modest and below the expectations of the various groups involved in this educational enterprise.*

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## 6.5 Findings: Supervision and Training Program for Teachers

Specific Objective #5 for this Assessment was:

"To appraise the provision of a supervision and training program for teachers."

Three types of training program were provided for staff of the RSS Project schools. (i) a short-term, intensive training Program at The University of Alberta between 1975 and 1977, focussed upon Principals and Assistant Principals of the RSS schools. Sixty-four persons received this training in Alberta, (2) in-service training by the RSS Project, and (3) school intervisitations between RSS and CIDA schools.

The Alberta training program was found to be effective by the principals. In-service training was satisfactory in the Comprehensive (1969) curriculum, and the 1975 Upper Secondary curriculum, but less so for the 1978 Lower Secondary curriculum. In-service training needs were found to be the most pressing, in the view of the teachers, in the areas of the New Curriculum (1978), teaching methods, and evaluation techniques. Concerning in-service training in subject areas, teachers identified the most pressing ones as Science, Practical Arts, English and Mathematics.

Concerning internal supervisory practices, many methods were reported. The most frequently used were: Department Head-teacher discussion; principal-teacher discussions; assistant-principal-teacher discussions. Written interaction in supervision was ranked as least used. The data in the study gave no evidence of any systematic training program in internal supervision.

In the open-ended question concerning "needed school changes," teachers, students and parents and alumni all included either "teaching-learning situation," or "teachers' efficiency" among the changes needed. However, all sample groups reported themselves as satisfied or "very satisfied" with their present school. Ministry personnel also reported that the training program for the new curriculum had been satisfactory.

In the general query concerning the extent to which the RSS schools had provided a supervision and training program for teachers, principals and parents and alumni rated this quite positively, but teachers, slightly below the mid-point.

*Conclusion: Specific Objective #5*

*Concerning Specific Objective #5, the conclusion is that the Department of General Education had made serious and generally effective efforts to provide a training program for teachers and administrators at the RSS schools, and that the efforts should continue.*

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6.6 Findings: Quality of the Administration of the Schools

Specific Objective #6 for this Assessment was:

"To appraise the quality of the administration of the schools."

The organization of the RSS schools reflects both Ministry policies and regulations and a measure of local autonomy. The number of staff members is set by the Ministry, but considerable freedom exists to deploy the administrative, teaching and service staff in differing ways. Teachers' workloads were reasonably uniform throughout the sample schools, averaging 38.4 periods per week of teaching, preparation and non-teaching duties. Days and hours of operation were quite consistent throughout the schools, as might be expected in view of Departmental regulations.

The general procedures in scheduling the schools appeared uniform, following the basic pattern set forth in the Deane Report of 1971, but with more information flow between school and community.

However, it must be noted here emphatically that timetabling a large, diversified-curriculum school by hand is costly and inefficient. It forces the schools into tue use of pre-set "programs" which may under-use facilities. It forces students to take courses which they may not want, and prevents them from taking courses they do want. It uses up vast quantities of staff time doing a task which is essentially mechanical, once the master timetable is set. Computer programs which produce the "conflict matrix" for student timetables are now perfected, available, efficient, economical, and used routinely by many school systems. With the sharply-dropping cost of small computers and the increasing availability of large computers, the Department of General Education of Thailand

can no longer afford the expensive and inefficient method of hand-scheduling diversified secondary schools. Computer scheduling is a major tool in getting the greatest value from the heavy investment in building, equipping, staffing, and operating diversified secondary schools. It is no longer an experiment or a novelty. Computer scheduling of schools is common practice which saves time and money and improves staff morale.

Principals used quite orthodox supervision practices such as inspection of plan books and visitation of classrooms. Staff development was carried on in a considerable variety of ways, including school inter-visitations. The in-service training provided by the DSEU (Diversified Secondary Education Unit) of the Ministry was the preferred training program for staff. In-service training needs were expressed clearly in a number of areas. In terms of in-service training given for the 1969, 1975 and 1978 curricula, that provided for the 1969 Curriculum was clearly preferred.

Involvement in decision-making in the school was seen as quite high by principals, but considerably lower by teachers, parents and alumni and students. Nevertheless, community involvement in the school generally was considerable, although teachers felt that communication with the community was somewhat below the mid-point. Liaison with the Department of General Education appeared adequate to good, with a considerable number of visits of principals to Bangkok reported each year, and also a number of visits to each school each year by supervisory personnel from Bangkok.

Concerning the implementation of the RSS Project, principals rated the effectiveness of implementation as high. Teachers also rated it above the mid-point.

Nine schools reported operating adult education programs for 2,086 students.

Concerning the effectiveness of a number of school services and policies, all samples rated all categories above the mid-point with the exception of the teachers' rating of Health and First Aid services as slightly below the mid-point.

Great difficulty was experienced by the research team in getting complete, consistent and comparable data concerning financial management in the schools. Neither from data submitted by the schools, nor from the Department of General Education could be obtained full details, school by school, concerning budgets, revenues or expenditures. Extensive controls and audits were in effect, but the production of clear and comparable statements of revenue and expenditure was not achieved. Part of the problem was in varying uses of standard terms, including "budget," which sometimes referred to the plan for revenue and expenditure, and sometimes to the money actually on hand; "government budget," as contrasted with "locally-raised funds;" "administration" as a category. Apparently no standard practice existed in preparing statements of revenue and expenditure. One reference was made to the need for budgeting by categories rather than lump sums. Some schools were apparently able to obtain special grants from the Department as a result of special situations.

A strong need exists for standardization of practice in financial management of schools, which could be achieved in a relatively short time with intensive in-service training in standard accounting procedures.

However, sufficient information was obtained from the Office of Special Projects to establish an estimated cost per student in 1978, in the RSS schools, of $2,398.

Discipline in the RSS schools was seen as good by all samples in the study, although a fair range of opinion existed on the topic. Attitudes of students towards community, school and country were perceived (See Table 8) to be above the mid-point or well-above, in the view of principals and teachers. The general school atmosphere was also good, with a very high rating given to extra-curricular activities in terms of availability, support, and participation. Teachers interviewed reported that they were well-satisfied with their job in their school. (See Table 10)

Opinions of principals, teachers and parents and alumni concerning the effectiveness of the administration of the RSS schools yielded mixed findings. Numerical and interview ratings were very positive (See Table 7), but free response data indicate pockets of rather serious

dissatisfaction with the administration of some of the schools, which were not identified in this study.

*Conclusion: Specific Objective #6*

*Concerning Specific Objective #6, the conclusion is that on the whole, the RSS schools were administered effectively, but that room for improvement existed in several areas, such as scheduling, accounting, and teacher morale.*

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## 6.7 Findings: RSS Schools and the Needs of Thailand

Specific Objective #7 for this Assessment was:

"To appraise the satisfaction of administrators, teachers, pupils, parents and alumni, and Ministry officials with the schools in helping to meet the social and economic needs of Thailand."

The RSS Project schools were reported by Ministry officials and parents and alumni to be very popular and now understood in terms of their goals. Parents' attitudes were reported as changing towards accepting and encouraging students to follow vocational and technical routes. However, contrary evidence about the willingness of students to follow vocational or technical routes was found in data on student aspirations and follow-up. In both these areas, the largest percentage of the students either wished to attend university or college, or were attending. Nevertheless, all respondents in Ministry interviews reported satisfaction with the improvement in the quality of secondary education caused by the RSS schools. The "staying-on" rates in MS 4 and MS 5 have been surprisingly high, contrary to projections.

Some comments were made that the schools offered courses inappropriate to the students or to the local community, but such comments were few. Opinions varied among Ministry personnel in answer to the interview query, "In your opinion, is the RSS Project successful?" Eight respondents replied in the affirmative, four replied with a qualified "yes", and the remaining five replied in the negative or did not wish to comment.

In the general query about meeting the social and economic needs of Thailand, principals, teachers and parents and alumni rated the success of the RSS schools above the mid-point.

Concerning the social needs of Thailand, two sets of findings reveal very positive results. Table 8 shows that both Principals and teachers rated students' attitudes towards their country considerably above to well-above the mid-point. Table 14 reveals that all sample groups rated the schools somewhat above to well above the mid-point for success in promoting national unity and common identify.

Concerning a clear answer to the question of the contribution of the RSS schools to meeting the social and economic needs of Thailand, it is probably too early to come to any firm conclusions. What is clear, however, is that larger numbers of students are staying on to higher grades and receiving better general education than prior to the advent of the RSS schools, and that student attitudes to their country are positive.

*Conclusion: Specific Objective #7*

*Concerning Specific Objective #7, the conclusion is that the RSS schools have made a significant positive change in the educational services available at the secondary level in the provinces, through making available a much wider curriculum and generally effective teaching and administration.*

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## 6.8 Findings: Other Matters Affecting Schools, Ministry and Local Communities

Specific Objective #8 for this Assessment was:

"To appraise such other matters as may affect the schools, the Ministry and the local communities as a result of the RSS Project."

Under this section will be presented those findings supplementary to Specific Objectives #1 to #7.

Curriculum Development. Ministry Personnel reported a very extensive and thorough process of curriculum development, starting with a high level committee which identified problems and proceeding to working committees in subject areas. Representativeness on all committees was generally very good, although in one subject area the comment was made that more teachers should have been involved. The influence of one senior administrator seemed disproportionately strong at one phase of the development of the 1975 Upper Secondary Curriculum.

Evaluation of Student Achievement. Quite differing perceptions were held by principals and teachers as to who sets examinations for assessment of students, and who makes the pass/fail decisions. The study did not ask concerning the satisfaction of any of the sample groups with the student assessment process.

Achievement of the Lower Secondary students was remarkably high and uniform on final examinations, but not so high for MS 4 or MS 5. Success on entrance examinations was considerably less than that on final examinations, and excluded thousands of applicants each year.

Extra-curricular or Co-curricular Activities. The very high rating given the existence of co-curricular activities, the students' opportunity to become involved, and the high degree of support given by staff for such activities is again worthy of mention. Observation of the research team in several schools confirmed the existence of enthusiastic and skilful students and staff in such activities as Band and Takraw.

Academic Emphasis. Findings concerning the importance of courses, the further education and career plans of the students, and the lack of Practical Arts teachers in MS 4 and MS 5 in one school all pointed to the continued existence of a strong academic emphasis and preference, although interest and participation in vocational courses was also evident.

Payment for Learning Materials and Supplies. Findings showed that in some schools there was insufficient money to buy supplies for students to work in Practical Arts courses. Such a situation appears most

regrettable in the well-equipped schools of the Project. A "Foundation Grant" from the Department would help.

Part-time Employment of Students. A very small number of students (398) reported working at part-time jobs from 14 1/2 and 19 hours per week. Earnings ranged from ฿ 166 to ฿ 271 per week. The variety of jobs was quite surprising.

Program Articulation. Principals thought articulation of the school program within the school with post-secondary institutions and with the world of work quite adequate, but teachers were more negative in their ratings. This particularly important aspect of a comprehensive or diversified school needs constant attention and the differing opinions merit further study.

Some Implementation Specifics. The major treatment of the implementation of the RSS Project will be found under the discussion of General Objectives. However, some specifics are worthy of mention. Among these was the debatable policy of awarding the tender to the lowest bidder, regardless of other considerations such as quality and whether or not the firm had representatives in Thailand. Some of the actual equipment bought for the Practical Arts shops seemed too sophisticated for a diversified secondary school. One example was the very expensive milling machine which had never been put into use in one school.

Lack of space, trained staff, and inventory processing policy for the receiving, storing, recording, and dispatching of equipment were serious problems in the early years of the Project. The Department of General Education and its Office of Special Projects staff deserve a great deal of credit for operating under difficulties for a time, and then remedying the situation.

What Would You Do Differently in Another Project? In answer to the query, "If you were involved in implementing the RSS Project again, what would you do differently?" Ministry officials replied that they would have teacher training begin two or three years before the new curriculum came into effect; would study the adaptation of curriculum

to meet local needs more thoroughly; and possibly do nothing differently: "The Project was done all right."

Response Patterns in the Assessment. The recurring response patterns of the various sample groups merits comment. Highest ratings were repeatedly given by principals and M1 students. Average ratings were given by MS 3 students and parents and alumni. Lowest ratings were usually given by MS 5 students and teachers. Teachers' ratings frequently dropped below the mid-point when ratings of other sample groups were above that point. The low number of free responses among the teachers (except for suggestions for course additions or deletions), were also interesting.

It can be hypothesized that Principals like their RSS schools and thinking is therefore positive about them. The Hawthorne effect may be operating here, as the Project is still relatively new. M1 students could be hypothesized to feel very happy about their new, exciting, and well-equipped school, compared with their former elementary school. The average or somewhat better ratings given by the parents and alumni might be considered a typical mature Thai reaction, and indeed, a vote of confidence in the schools. The gradually-dropping ratings of the MS 3 and MS 5 students may be hypothesized to be the effect of maturation and judgment together with rising expectations for secondary schools.

If this be so, it is a perfectly normal and healthy reaction for young people, a pattern which has been historically present in all countries in the world. It could be hypothesized to be a very positive demonstration of the students' wish to see their country survive and improve, through its educational system.

The consistently low ratings by teachers pose interesting questions. It could be hypothesized that morale among the teachers is not as high as it might be. Another possibility is that the young teachers with a good level of professional preparation hold high expectations for their schools. A third possibility is that an ethos or "world view" of education exists among teachers as a group which makes them focus upon their own classes and subjects taught, rather

than upon the overall view of the RSS schools in their context. A fourth possibility is that the teachers are the most realistic of all in their ratings because they know what is really going on in the classrooms. Whatever the reason, it is an invitation to further study.

Facets of the Co-operative Assessment Process. The conscious blending of several modes of inquiry in the Co-operative Assessment are deemed by the researchers to have been effective in producing a wealth of data from different sources, some from a systems theory, some from a phenomenological base. The data sources used -- questionnaires, interview schedules, documentary study, personal observation through site visitations, and photographs -- gave a breadth of information which was found to be internally consistent. Co-operation in translating data into English was a major strength in the data-gathering process.

The time line established in the Detailed Proposal was obviously too short, especially in the Basic Planning, Pre-testing, Analysis, and Report-writing phases. More elegant instruments could have been developed had the Basic Planning and Pre-testing phases been extended. This, in turn, would have made analysis and report-writing more efficient. Nevertheless, within the time constraints of the design, a major problem has been exercising a degree of economy in selecting and writing from the data.

The use of the External Academic Reviewer and the External Analyst have been deemed most appropriate and useful, and have led to a better study and guidelines for further improvement in future studies.

Reporting from Grouped Data.

As planned, responses from the 16 sample schools were grouped for purposes of analysis. In some numerical data with wider standard deviations than normal, and in conflicting free response data, the clue was given that rather large differences existed between schools on certain facets of their life and operation. Such data merit further study, and have been assembled in such a manner that the situation in each school could be looked at by itself.

The presence of these variances within the total study caused a certain number of qualified conclusions to be drawn, but it was deemed appropriate to report in this manner rather than over-generalizing.

## 7. FINDINGS CONCERNING THE GENERAL OBJECTIVES OF THE RSS PROJECT

The discussion which follows concerning the degree of success in reaching the General Objectives of the RSS Project and of this Assessment will be based upon the detailed summaries of Part 6, immediately preceding this Part. An apparent overlap in General and Specific Objectives in the Detailed Proposal is explained as an attempt to assess the degree of success in reaching Objectives as seen by observers outside the system, and as seen by those within it. This summary will attempt to reconcile the two complementary points of view.

### 7.1 Reaching Targets of Development Credit Agreement #369 TH

General Objective #1 for this Assessment was:

"To appraise the movement towards the implementation of the targets of Development Credit Agreement #369 TH, dated April 11, 1973."

Based on the preceding discussion of the degree of success in reaching the Specific Objectives, a multi-faceted conclusion can be drawn concerning General Objective #1. The facets are:

a) *The target for the provision of physical facilities was reached and supplemented by additional facilities provided by the Ministry of Education,*

b) *The target of the technical assistance program for training of administrators was reached through the Alberta training program,*

c) *The target of providing a flexible and diversified curriculum was reached in a very satisfactory manner,*

d) *The target of staffing the schools with qualified teachers was in large part reached,*

e) *The target of providing equipment , supplies and teaching aids to facilitate learning was reached to quite an extent, although needs still exist in this target area, and*

6) *The target of providing a supervision and training program for teachers was reached quite well, although needs still exist in this target area.*

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7.2 Upgrading of Secondary Schools to the Bankok-Thonburi Level

General Objective #2 for this Assessment was:

"To appraise the degree of upgrading of secondary schools in towns and rural districts to a level that is competitive with the best schools in the Bangkok-Thonburi area."

This assessment was not designed to produce the data for objective comparisons between the RSS schools and the Bangkok-Thonburi schools. Perceptions of the RSS schools among teachers, students, and parents and alumni were similar, however -- the RSS schools were better than others in their province, but not as good as "the average government secondary school in Bangkok." On the same item, principals thought their school better than the average government school in Bangkok. However, in the item asking principals, teachers, and parents and alumni to rate the degree of upgrading of their school "to a level that is competitive with the best schools in the Bangkok-Thonburi area," principals saw the level of upgrading below the mid-point, whereas teachers and parents and alumni saw it above. Possibly the change in terms from "average" to "best" caused the principals to reduce their rating. In any case, considering the lack of criterion measures for "best," "average," "quality," and "upgrading," only a general conclusion can be drawn from the data comparing RSS and Bangkok schools.

*Conclusion: General Objective #2*

*Concerning General Objective #2, the conclusion is that sample groups perceived their RSS schools as being considerably better than other secondary schools in their province, but generally, not quite as good as the government secondary schools in Bangkok.*

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## 7.3 Provision of Special Programs to Meet Student Needs

General Objective #3 for this Assessment was:

"To appraise the degree to which the schools provided students with special programs so as to meet the aptitudes and abilities of each student."

On the basis of the extensive data reported in this study concerning the construction and equipping of building, the development of a diversified curriculum, and the provision for varied programs for students (See Table 5), a conclusion can be stated:

*Conclusion: General Objective #3*

*Concerning General Objective #3, the conclusion is that the RSS Project schools were making a determined effort to provide students with special programs so as to meet the aptitudes and abilities of each student, with considerable success for the above-average and average student, but with somewhat less success for the below-average student.*

* * * * * * * * * * * *

## 7.4 Movement Towards Satisfying Economic and Social Demands of Thailand

General Objective #4 for this Assessment was:

"To appraise the movement towards satisfying the economic and social demands of the country in consonance with the Third National Economic and Social Development Plan."

As stated in the discussion concerning Specific Objective #7, it is probably too early to try to state a firm conclusion about the movements towards Objective #4. However, in view of the assumption underlying the development of educational services in all countries that educated individuals will be better citizens than uneducated ones, a tentative conclusion may be stated as follows:

*Conclusion: General Objective #4*

*Concerning General Objective #4, the demonstrated holding power of the RSS schools in providing students with more years of more diversified education will probably help to satisfy the economic and social demands of Thailand in the years ahead.*

* * * * * * * * * * * * *

## 8. GLOBAL CONCLUSION

On the basis of the conclusions already presented, an attempt will now be made to frame one global conclusion concerning the Rural Secondary Schools Project in Thailand. The conclusion is:

*The Rural Secondary Schools Project, a massive and complex innovation in rural and district secondary schools in Thailand, has demonstrated the possibility of greatly improving secondary education in the rural areas of the nation. Such schools could well be brought in throughout Thailand, provided adjustments are made to the educational system to offset the selective character of the RSS schools, a phenomenon which has emerged as a result of the success of the schools.*

# 9. RECOMMENDATIONS CONCERNING THE RSS PROJECT SCHOOLS

The recommendations which follow emerge from the total process of this Co-operative Assessment -- negotiating and planning discussions; structured and free responses to questionnaires and interview schedules; documentary data supplied by the Ministry of Education; observations and experiences in the RSS schools visited; extended discussion with Ministry and school personnel during data-gathering; and the intensive discussion during the Interpretation/Review, Phase III of the Assessment.

Concerning the recommendations, due allowance must be made for the fact that they were written from a background of the Canadian culture and its educational systems. Thai readers may wish to adapt the recommendations to the Thai cultural and organizational context, but the principles undergirding the recommendations are considered to be sufficiently universal that such principles should remain intact in any process of implementation.

Recommendations will be presented under five headings:

9.1 Curriculum
9.2 Organization and Administration
9.3 Physical Plant
9.4 Financial Management
9.5 Evaluation Studies

Implementation of some of the recommendations could involve more than one Department or Unit in the Ministry of Education, or, indeed, more than one Ministry. Co-ordination at the senior level might therefore be necessary in order to move towards the stated or implied goals of the recommendation.

## 9.1 Recommendations Concerning Curriculum

Under the heading, "Curriculum," it is recommended that:

| | | Priority |
|---|---|---|
| 9.1.1 | *Thailand continue with its plan to diversify the curriculum in all secondary schools,* | High |
| 9.1.2 | *The diversification of schools be accomplished with due regard to environment, resources, and occupations of the local communities in which each school is situated,* | High |
| 9.1.3 | *Schools be encouraged to develop local curricula themselves, suited to their needs and capabilities,* | Medium |
| 9.1.4 | *Above-average students be actively encouraged to pursue technical and vocational careers,* | Medium |
| 9.1.5 | *Guidance services increase their efforts to provide complete and up-to-date information concerning careers and the institutions which prepare individuals for those careers,* | Medium |
| 9.1.6 | *Teacher education services continue to provide instruction concerning new curricula, at both the pre-service and in-service levels,* | High |
| 9.1.7 | *Inadequacies in academic learning materials and in Practical Arts supplies and materials be studied and systematically remedied.* | High |

9.2 Recommendations Concerning Organization and Administration

Under the heading, "Organization and Administration," it is recommended that:

| | | Priority |
|---|---|---|
| 9.2.1 | *The administrative organization of the diversified curriculum schools be studied to determine the most effective type for Thai secondary schools,* | Medium |

| | | Priority |
|---|---|---|
| 9.2.2 | *Existing efforts to involve the community in decision-making in the school be encouraged and expanded,* | Medium |
| 9.2.3 | *The workload of principals, assistant principals, and teachers be studied with a view to reducing the extra demands placed upon them by the use of the diversified curriculum,* | Medium |
| 9.2.4 | *Computer scheduling of student timetables be piloted immediately with a view to using it in all diversified curriculum schools in the near future,* | High |
| 9.2.5 | *Admission practices be studied closely with a view to establishing other admission criteria than entrance examinations, in order to honor the principle of equality of educational opportunity for all children,* | Medium |
| 9.2.6 | *Student follow-up study procedures be examined closely and improvements made upon the good start already in evidence,* | Medium |
| 9.2.7 | *Plans for continuing, intensive, short-term training in educational administration, in Thailand, be given high priority.* | High |

9.3 Recommendations Concerning Physical Plant

Under the heading "Physical Plant," it is recommended that:

| | | Priority |
|---|---|---|
| 9.3.1 | *Inadequacies in buildings or equipment identified by respondents in the RSS schools and communities be studied and systematically remedied. Highest priority should be given to increasing the number of sanitary facilities* | High |

| | Priority |
|---|---|
| (washrooms) and consideration given to a planned installation of gymnasia over a period of time, | Medium |
| 9.3.2 Close study be given to improvement of the utilization of physical facilities and professional staff in the RSS schools in certain curricular areas. | High |

9.4 Recommendations Concerning Financial Management

Under the heading, "Financial Management" it is recommended that:

| | Priority |
|---|---|
| 9.4.1 The Department of General Education establish a policy of providing each school with either a flat operating grant or a foundation program grant on a per-student basis, so that no student goes without materials or supplies for lack of funds, | High |
| 9.4.2 The Department of General Education establish uniform accounting practices throughout the RSS schools, with special reference to accepted principles and practice in budgeting and in the preparation of annual statements of revenue and expenditure. | High |
| The Department of General Education give short-term intensive in-service training in budgeting and the preparation of annual reports of revenue and expenditure for those staff persons in the schools responsible for financial management in the schools, | High |

| | | Priority |
|---|---|---|
| 9.4.4 | *Financial records be made retrievable in the Department of General Education on a school-by-school basis.* | Medium |

9.5 Recommendations Concerning Evaluation

Under the heading, "Evaluation", it is recommended that:

| | | Priority |
|---|---|---|
| 9.5.1 | *A school-by-school study of the data generated by this Co-operative Assessment be undertaken in the immediate future with a view to determining the parameters of the many successful schools,* | High |
| 9.5.2 | *A teacher morale study be undertaken,* | Low |
| 9.5.3 | *A study of the government secondary schools in the Bangkok-Thonburi area be undertaken with a view to assessing their effectiveness and impact,* | Low |
| 9.5.4 | *Systematic and continuing evaluation studies of the impact and effectiveness of secondary schools be introduced and budgeted for as standard government policy.* | Medium |

## 10. RECOMMENDATIONS CONCERNING THE CONDUCTING OF A CO-OPERATIVE ASSESSMENT

This Co-operative Assessment Project as a process went very smoothly. All target dates with the exception of the production of the Final Report were met within a few days. Reconnaissance went as scheduled. All required research instruments were jointly developed, tested, translated, and used. All site-visit schools were visited on the appointed days, and time found to visit some non-Project schools. All coding and questionnaire data were completed and mailed to Edmonton within days of the completion of the field work. All documentary data requested by the analysts were provided promptly and fully, with only a few problems of interpretation. No serious illness (with one exception), plagued any members of the team in any of the phases. Although card-punching took longer than anticipated, all required computer runs were produced. In short, the Assessment process could hardly have gone better. . . but the pace at times was arduous.

As a result of the experience gained in this Co-operative Assessment the following recommendations are made for the benefit of possible future studies of the same kind, where Thai and foreign Associates co-operate in an assessment project. The recommendations are that:

1. *The co-operative mode established for this Assessment be continued,*
2. *The Assessment again be designed from a solid theoretical base of general evaluation theory, such as that of Stufflebeam, and an operational framework such as that of Metfessel and Michael,*
3. *Release time for research staff be allowed again,*
4. *The time-line be extended to 24 months from Reconnaissance to submission of Final Report,*

5. Problem identification be undertaken by the schools during the Reconnaissance Phase,

6. Budget provisions for staffing, travel, translation, key-punching, xeroxing and printing be increased, and a 5% contingency line item be introduced,

7. More time be allocated early in the Basic Planning phase as to the type, style, sequence, selection and co-ordination of items for different instruments, to facilitate instrument construction, computer programming, and data analysis.

8. Decisions concerning use of tests of statistical significance and the reporting thereof be established during the Basic Planning phase,

9. Training of data coders be undertaken during the Basic Planning phase, using data from this study as simulation material,

10. Back-translation and a second short round of pre-testing be completed and the data coded, punched, and run in Thailand during the Pre-testing phase,

11. Documents needed for analysis be provided for the non-Thai Associates by the end of the Pre-Testing phase,

12. A lower age-limit be set for students involved in questionnaire completion,

13. More days be allocated for each visit to site-visit schools, to make more detailed study possible,

14. More interviews be conducted, using random sampling techniques to identify interviewees,

15. Time be allocated for discussion of the evaluation process itself at the end of each school visit,

16. Budgeting for staff include 2 full-time Associates and one full-time Research Assistant to work with the Co-Director during the Data Analysis and writing of the Interim Report,

17. *No basic changes in the design of the analysis or of the reporting style be made at the Interpretation/Review stage,*

18. *The use of External Reviewers be continued.*

Following the above recommendations would further improve and refine an already viable and productive Co-operative Assessment process such as has been demonstrated in this research on the thiry-two schools in the Rural Secondary Schools Project in Thailand.

* * * * * * * * * * * * *

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# APPENDIX A

## SELECTED TABLES FROM THE FINAL REPORT, THAI-ALBERTA CO-OPERATIVE ASSESSMENT PROJECT

### A NOTE ABOUT TABLES IN THIS REPORT

In this Summary Report a few of the tables in the Final Report are reproduced to give the reader numerical data supporting some of the important topics of this research. Several types of tables have been used, including the results from many five-point interval scale measures using a variety of descriptors. Numerically, a mean of 3.00 was considered to be the central tendency, but due to the number and variety of descriptors used in item wordings and headings, it was arbitrarily decided to call a value of 3.00 the "mid-point," a semantic symbol capable of semantic elaboration. The following set of numerical and semantic equivalents was arbitrarily

adopted and used throughout the study in the attempt to translate numbers into concepts:

| Numerical Value | Semantic Equivalent |
|---|---|
| 4.50 - 5.00 | Very much above (the mid-point) |
| 4.00 - 4.49 | Well above |
| 3.50 - 3.99 | Considerably above |
| 3.20 - 3.49 | Somewhat above |
| 3.01 - 3.19 | Slightly above |
| 3.00 | Mid-Point |
| 2.80 - 2.99 | Slightly below |
| 2.50 - 2.79 | Somewhat below |
| 2.00 - 2.49 | Considerably below |
| 1.50 - 1.99 | Well below |
| 1.00 - 1.49 | Very much below (the mid-point) |

Tests of the statistical significance of differences of means (F test and t-test) were performed for between-group and within-group differences, but were reported at the discretion of the writer. Standard deviations were considered to convey a great deal of useful information, and are reported in almost all five-point scale tables. For economy, ranking procedures were used with some large arrays of free responses. This occasionally cut off a fairly substantial number of low-ranking responses, but the data are available. Data were grouped for all sixteen sample schools, but are stored in such a manner as to make retrieval school-by-school possible in the future.

**Table 4**

Perceptions of M1, MS 3, MS 5 Students, Parents and Alumni
of the Six Most Important Courses
(Questionnaire Multiple Choice Rating Data)

| Course | Sums of Ranks | Students | | | | | | | | | Parents & Alumni | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | M1 | | | MS 3 | | | MS 5 | | | | | |
| | | Ranking | $\bar{X}$ | N | Ranking | $\bar{X}$ | N | Ranking | $\bar{X}$ | N | Ranking | $\bar{X}$ | N |
| 1. Science | 6 | 2 | 4.04 | 1410 | 1 | 4.14 | 1387 | 1 | 4.05 | 1097 | 2 | 4.20 | 183 |
| 2. Mathematics | 8 | 1 | 4.10 | 1414 | 2 | 4.11 | 1402 | 2 | 3.90 | 1108 | 3 | 4.17 | 182 |
| 3. Thai | 11 | 4 | 3.95 | 1414 | 3 | 3.90 | 1403 | 3 | 3.82 | 1120 | 1 | 4.27 | 183 |
| 4. Health and Physical Education | 19 | 5 | 3.84 | 1398 | 5 | 3.77 | 1359 | 5 | 3.63 | 1076 | 4 | 3.84 | 181 |
| 5. Social Studies | 20 | 3 | 3.98 | 1409 | 6 | 3.67 | 1402 | 6 | 3.51 | 1116 | 5 | 3.78 | 183 |
| 6. Foreign Languages | 23 | 6 | 3.76 | -- | 4 | 3.88 | 1353 | 4 | 3.78 | 1090 | 9 | 3.39 | 183 |

**Table 5**

Extent to Which the Curriculum Meets the Needs of Students of Differing Intellectual Abilities
(Principal's Teacher's M1, MS 3, MS 5 Student's Questionnaire Data)

| Ability Level of Students | Principals | | | Teachers | | | M1 Students | | | MS 3 Students | | | MS 5 Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N |
| 1) Above average ability students | 3.81 | 0.98 | 16 | 3.50 | 0.99 | 1035 | 3.75 | 0.99 | 1355 | 3.64 | 1.01 | 1328 | 3.35 | 1.08 | 1077 |
| 2) Average ability students | 4.19 | 0.65 | 16 | 3.57 | 0.82 | 1038 | 3.45 | 0.85 | 1348 | 3.51 | 0.87 | 1357 | 3.40 | 0.95 | 1091 |
| 3) Below average ability students | 3.31 | 1.25 | 16 | 3.18 | 1.03 | 1028 | 2.90 | 1.22 | 1294 | 2.10 | 1.20 | 1308 | 2.93 | 1.19 | 1064 |

Table 6

Development of Skills and Abilities for Further Education or Employment
(Principal's Teacher's MI, MS 3, MS 5 Student's and Parents' and Alumni Questionnaire Data)

| | Principals | | | Teachers | | | MI Students | | | MS 3 Students | | | MS 5 Students | | | Parents and Alumni | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N |
| For further education | 4.12 | 0.31 | 16 | 3.78 | 0.91 | 1040 | 4.08 | 0.86 | 1382 | 3.80 | 0.97 | 1387 | 3.77 | 1.14 | 1123 | 3.87 | 0.95 | 180 |
| For employment | 3.12 | 0.81 | 16 | 3.34 | 1.04 | 1042 | 3.95 | 0.93 | 1365 | 3.80 | 1.00 | 1376 | 3.41 | 1.17 | 1100 | 3.59 | 1.05 | 179 |
| | $p = 0.000$ | | | $p = 0.000$ | | | $p = 0.000$ | | | $p = 0.050$ | | | $p = 0.000$ | | | $p = 0.000$ | | |

Table 7

Administrative Effectiveness
(Principal's, Teacher's, and Parents' and Alumni Questionnaire and Interview Schedule Rating Data)

| | Principals (N = 16) | | | Teachers (N = 1069) | | | Parents and Alumni (N = 183) | | |
|---|---|---|---|---|---|---|---|---|---|
| | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N |
| Questionnaire Data | 3.88 | 0.50 | 16 | 3.18 | 0.81 | 1032 | 3.56 | 0.71 | 183 |
| Interview Data | -- | -- | -- | 3.70 | 0.56 | 43 | 4.41 | 0.61 | 48 |

Table 8

Student's Attitudes
(Principal's and Teacher's Questionnaire Data)

| | Principals (N = 16) | | | Teachers (N = 1069) | | |
|---|---|---|---|---|---|---|
| | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N |
| Towards school | 4.08 | 0.49 | 13 | 3.29 | 0.80 | 922 |
| Towards community | 3.69 | 0.85 | 13 | 3.20 | 0.72 | 911 |
| Towards country | 4.15 | 0.69 | 13 | 3.50 | 0.79 | 910 |

Table 9

Equality of Educational Opportunity
(Principal's Teacher's MI, MS 3 and MS 5 Student's and Parents' and Alumni Questionnaire Data

| Principals (N = 16) | | | Teachers (N = 1069) | | | MI Students (N = 1425) | | | MS 3 Students (N = 1429) | | | MS 5 Students (N = 1137) | | | Parents and Alumni (N = 183) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N |
| 4.13 | 0.72 | 16 | 2.99 | 0.69 | 990 | 3.92 | 0.89 | 1407 | 3.68 | 0.91 | 1392 | 3.55 | 0.95 | 1117 | 3.75 | 0.81 | 179 |

Table 10

Satisfaction With RSS School
(Principal's, Teacher's, M1, MS 3, and MS 5 Student's Questionnaire Data)

| Principals (N = 16) | | | Teachers (N = 1069) | | | M1 Students (N = 1425) | | | MS 3 Students (N = 1429) | | | MS 5 Students (N = 1137) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N |
| 4.50 | 0.52 | 16 | 3.73 | 0.94 | 998 | 4.35 | 0.77 | 1395 | 3.68 | 0.98 | 1405 | 3.65 | 1.00 | 1119 |

Table 11

School Rating
(Principal's, Teacher's, M1, MS 3 MS 5 Student's and Parents' and Alumni Questionnaire Ratings)

| Principals (N = 16) | | | Teachers (N = 1069) | | | M1 Students (N = 1425) | | | MS 3 Students (N = 1429) | | | MS 5 Students (N = 1137) | | | Parents and Alumni (N = 183) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N |
| 3.81 | 0.75 | 16 | 3.32 | 0.66 | 960 | 3.90 | 0.65 | 1413 | 3.55 | 0.73 | 1412 | 3.48 | 0.72 | 1130 | 3.53 | 0.55 | 182 |

Table 12

Ten Best Features of the RSS Schools

(Teacher's, HI, HS 3, HS 5 Student's, Parents and Alumni Questionnaire Data)

| School Features | All Groups | Teachers (N = 1069) | | HI Students (N = 1425) | | HS 3 Students (N = 1429) | | HS 5 Students (N = 1137) | | Parents and Alumni (N = 183) | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | f | f | % | f | % | f | % | f | % | f | % |
| Mentioned by All Five Groups | | | | | | | | | | | |
| Teaching-learning activities | 1098 | 107 | 8.96 | 424 | 16.22 | 314 | 12.46 | 227 | 11.24 | 26 | 9.96 |
| Discipline | 1090 | 86 | 7.20 | 361 | 13.81 | 303 | 12.02 | 310 | 15.35 | 30 | 11.49 |
| Classroom buildings | 939 | 189 | 15.83 | 254 | 9.72 | 259 | 10.28 | 198 | 9.81 | 39 | 14.94 |
| In-school sports | 512 | 49 | 4.10 | 123 | 4.71 | 186 | 7.46 | 139 | 6.88 | 13 | 4.98 |
| Teaching Aids | 387 | 46 | 3.85 | 151 | 5.78 | 106 | 4.21 | 69 | 3.42 | 15 | 5.75 |
| Mentioned by Four Groups | | | | | | | | | | | |
| Location | 323 | 69 | 5.78 | 100 | 3.83 | 94 | 3.73 | 60 | 2.97 | -- | -- |
| School site, playground | 291 | 90 | 7.54 | -- | -- | 98 | 3.89 | 82 | 4.06 | 21 | 8.05 |
| Activities | 199 | 43 | 3.60 | -- | -- | 76 | 3.02 | 67 | 3.32 | 13 | 4.98 |
| Mentioned by Two Groups | | | | | | | | | | | |
| School popularity | 250 | -- | -- | -- | -- | 160 | 6.35 | 90 | 4.46 | -- | -- |
| Library | 191 | -- | -- | 107 | 4.09 | 84 | 3.33 | -- | -- | -- | -- |
| Workshops | 135 | 44 | 3.69 | 91 | 3.48 | -- | -- | -- | -- | -- | -- |
| Mentioned by One Group | | | | | | | | | | | |
| Personnel Administration | 111 | -- | -- | 111 | 4.25 | -- | -- | -- | -- | -- | -- |
| Students' behavior | 73 | -- | -- | -- | -- | -- | -- | 73 | 3.62 | -- | -- |
| Programs of learning | 11 | -- | -- | -- | -- | -- | -- | -- | -- | 11 | 4.21 |
| Administrative aspect | 10 | -- | -- | -- | -- | -- | -- | -- | -- | 10 | 3.83 |
| Teacher's efficiency | 97 | -- | -- | 97 | 3.71 | -- | -- | -- | -- | -- | -- |
| Teacher-student relationships | 7 | -- | -- | -- | -- | -- | -- | -- | -- | 7 | 2.68 |
| Cleanliness | 42 | 42 | 3.52 | -- | -- | -- | -- | -- | -- | -- | -- |
| Sub-total | 5766 | 765 | 64.07 | 1819 | 69.59 | 1682 | 66.75 | 1315 | 65.13 | 185 | 70.88 |
| Other responses | 2842 | 429 | 35.93 | 795 | 30.41 | 838 | 33.25 | 704 | 34.87 | 76 | 29.12 |
| TOTAL RESPONSES | 8608 | 1194 | 100.00 | 2614 | 100.00 | 2520 | 100.00 | 2019 | 100.00 | 261 | 100.00 |
| No response | 1878 | 944 | 44.15 | 236 | 8.28 | 338 | 11.83 | 255 | 11.21 | 105 | 28.69 |
| TOTAL POSSIBLE RESPONSES | 10486 | 2138 | 100.00 | 2850 | 100.00 | 2858 | 100.00 | 2274 | 100.00 | 366 | 100.00 |

Table 13

Ten Worst Features of the RSS Schools

(Teacher's, M1, MS 3, MS 5 Student's, and Parents' and Alumni Free Response Questionnaire Data)

| School Features | All Groups | Teachers (N = 1069) | | M1 Students (N = 1425) | | MS 3, 5 Students (N = 2566) | | Parents and Alumni (N = 783) | |
|---|---|---|---|---|---|---|---|---|---|
| | f | f | % | f | % | f | % | f | % |
| Mentioned by All Groups | | | | | | | | | |
| Washrooms | 1104 | 78 | 7.77 | 410 | 21.17 | 604 | 14.89 | 12 | 6.56 |
| Discipline | 547 | 77 | 7.67 | 122 | 6.30 | 340 | 8.38 | 8 | 4.37 |
| School site, playground | 398 | 51 | 5.08 | 99 | 5.11 | 236 | 5.82 | 12 | 6.56 |
| Cafeteria | 596 | 41 | 4.08 | 134 | 6.92 | 410 | 10.11 | 11 | 6.01 |
| Mentioned by Three Groups | | | | | | | | | |
| Classroom buildings | 200 | 37 | 3.69 | 54 | 2.79 | 109 | 2.69 | -- | -- |
| Cleanliness | 260 | 33 | 3.29 | 84 | 4.34 | 143 | 3.53 | -- | -- |
| Students' behavior | 738 | -- | -- | 390 | 10.13 | 328 | 8.09 | 20 | 10.93 |
| Mentioned by Two Groups | | | | | | | | | |
| Sense of unity | 68 | 61 | 6.08 | -- | -- | -- | -- | 7 | 3.83 |
| Uniform | 125 | -- | -- | 62 | 3.20 | 63 | 1.55 | -- | -- |
| Classrooms | 108 | -- | -- | 54 | 2.79 | 54 | 1.33 | -- | -- |
| Mentioned by One Group | | | | | | | | | |
| Administration | 104 | 104 | 10.36 | -- | -- | -- | -- | -- | -- |
| Teachers' housing | 30 | 30 | 2.99 | -- | -- | -- | -- | -- | -- |
| Staff welfare | 30 | 30 | 2.99 | -- | -- | -- | -- | -- | -- |
| Garage (Bicycle shed) | 102 | -- | -- | 55 | 2.84 | 47 | 1.16 | -- | -- |
| School fence, gate, road | 15 | -- | -- | -- | -- | -- | -- | 15 | 8.20 |
| Teacher-student relationships | 7 | -- | -- | -- | -- | -- | -- | 7 | 3.83 |
| Communication | 7 | -- | -- | -- | -- | -- | -- | 7 | 3.83 |
| Teachers' behavior | 6 | -- | -- | -- | -- | -- | -- | 6 | 3.28 |
| Sub-total | 4445 | 542 | 53.98 | 1464 | 75.58 | 2334 | 57.54 | 105 | 57.38 |
| Other responses | 2735 | 462 | 46.02 | 473 | 24.42 | 1722 | 42.46 | 78 | 42.62 |
| TOTAL RESPONSES | 7180 | 1004 | 100.00 | 1937 | 100.00 | 4056 | 100.00 | 183 | 100.00 |
| No responses | 3306 | 1134 | 53.04 | 913 | 32.04 | 1076 | 20.97 | 183 | 50.00 |
| TOTAL POSSIBLE RESPONSES | 10486 | 2138 | 100.00 | 2850 | 100.00 | 5132 | 100.00 | 366 | 100.00 |



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Table 14

Success in Promoting National Unity and Common Identity

(Principal's, Teacher's, MI, MS 3, and MS 5 Student's and Parent's and Alumni Questionnaire Data)

| Principals (N = 16) | | | Teachers (N = 1069) | | | MI Students (N = 1425) | | | MS 3 Students (N = 1429) | | | MS 5 Students (N = 1137) | | | Parents and Alumni (N = 183) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N | $\bar{X}$ | SD | N |
| 4.00 | 0.63 | 16 | 3.42 | 0.82 | 996 | 3.96 | 0.87 | 1407 | 3.58 | 0.87 | 1401 | 3.62 | 0.86 | 1122 | 3.74 | 0.81 | 182 |

# THAI-ALBERTA CO-OPERATIVE ASSESSMENT PROJECT

## CONCERNING RURAL SECONDARY SCHOOLS 1978-1980

# EXECUTIVE SUMMARY

BANGKOK AND EDMONTON • MARCH 1980



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# EXECUTIVE SUMMARY

This Executive Summary of the design and findings of the Thai-Alberta Co-operative Assessment Project Concerning Rural Schools is a highly-condensed version of two other documents—the detailed Final Report and the shorter Summary Report. An External Review of the Assessment Project and its Final Report is also available. Persons wishing further information about the Assessment or the Reports should contact one of the two offices noted below.

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THAI-ALBERTA CO-OPERATIVE ASSESSMENT PROJECT
CONCERNING RURAL SECONDARY SCHOOLS

EXECUTIVE SUMMARY

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## INTRODUCTION

The purpose of this Executive Summary is to give in the briefest possible form the essence of the design, findings and recommendations of the Final Report, Thai-Alberta Co-operative Assessment Project, 1978-1980, Concerning Rural Secondary Schools. This Summary will follow basically the same organization as that of the Final Report and the Summary Report.

## 1. BACKGROUND

The Rural Secondary Schools (RSS) Project, the focus of this Assessment, is an outgrowth of a process of study and revision of the secondary education system of Thailand, which might be said to have started with the Orata-Sargent UNESCO study of 1949. That study recommended the introduction of comprehensive secondary schools, a recommendation which led to the establishment of the very successful Suranaree Girls' School in Nakhon Ratchasima (Korat), in 1960. The success of Suranaree School, which used a comprehensive curriculum, led to the Comprehensive School Project, commencing in 1966. That Project involved 20 secondary schools in all parts of Thailand, schools which are now known internally as "the CIDA schools," because of the aid received from CIDA (Canadian International Development Agency). The success of the fully-comprehensive CIDA schools led to the Rural Secondary Schools (RSS) Project (1974-79), involving 32 schools. These schools, assisted by the World Bank, used a limited version of the comprehensive curriculum of 1969, together with the 1975 and 1978 Upper and Lower Secondary curricula now used in all secondary schools in Thailand. The RSS Project was followed in 1977 by the Diversified Secondary Schools (DSS) Project, involving 50 schools using much the same curricular approach as the RSS schools.

The RSS schools were chosen as the object of this Assessment, which is formative in nature due to the recency of the introduction of the 1975 and 1978 curricula and their installation in the 32 RSS Project schools.

Evaluation of the effectiveness and impact of the various Projects had been discussed for some time by the Department of General Education of Thailand and the University of Alberta in Canada. These discussions led eventually to the Thai-Alberta Co-operative Assessment Project focussed on the 32 RSS Project schools. The Assessment, supported by the World Bank, and implemented jointly by the Thai Department of General Education and The University of Alberta, extended from July 1978 to July, 1980.

## 2. RATIONALE FOR THE ASSESSMENT

The rationale for conducting the Co-operative Assessment had three elements: (1) obtaining a measure of the extent to which the RSS schools were reaching their objectives, (2) obtaining data to support the amount of time, money and effort spent upon diversifying the curriculum in the RSS schools, and (3) obtaining valid and reliable data to aid in future decision-making concerning diversification of the curriculum in all Thai government secondary schools. The objectives of the Assessment are set forth below.

## 3. OBJECTIVES OF THE ASSESSMENT

The Objectives of the Assessment were drawn from the stated objectives of the Ministry of Education for the 32 RSS schools (1973:2), and the Development Credit Agreement (IDA, 1973) between Thailand and the International Development Association. These documents set forth both General and Specific Objectives for the schools. The Assessment, then, aimed to appraise the degree of success in moving towards both types of objectives.

Under the category of General Objectives, the Assessment had as its objective the appraising of:

1. the movement towards the targets of the Development Credit Agreement, (Rural Secondary Schools Component) between Thailand and the International Development Association.
2. the degree of upgrading of secondary schools in provincial towns and rural districts to a level competitive with the best schools in the Bangkok and Thonburi area,
3. the degree to which the schools provided students with special programs so as to meet the aptitudes and abilities of each individual,
4. the movement towards satisfying the economic and social demands of the country in consonance with the Third National Economic and Social Development Plan.

Under the category of Specific Objectives, the Assessment had as its objective the appraising of:

1. the provision of a more flexible and diversified curriculum,
2. provision of needed facilities,
3. assignment of qualified teachers to the schools,
4. furnishing of equipment, supplies and teaching aids,
5. provision of a supervision and training program for teachers,
6. the quality of administration in the schools,
7. satisfaction of all those in the education context of Thailand with the schools, in helping to meet the social and economic needs of the country, and
8. such other matters as may affect the schools, the Ministry and the local communities as a result of the RSS project.

## 4. DESIGN OF THE ASSESSMENT

The Co-operative Assessment Project had eight phases:

Phase I: Reconnaisance (July, 1978)
Phase II: Detailed Proposal (August - September, 1978)
Phase III and IV: Basic Planning and Pre-testing (January - February, 1979)
Phase V: Data Collection (July - August, 1979)
Phase VI: Analysis (September - November, 1979)
Phase VII: Interpretation/Review (December, 1979)
Phase VIII: Final Report (January - March, 1980)

In addition, an External Review of the completed research and its Final Report was written by an analyst from the International Development Research Centre, Ottawa, Canada.

Theoretical Models for the Assessment were the CIPP (Context, Input, Process, Product) model of Stufflebeam (1971) and the Metfessel and Michael (1967) model for evaluating the specifics of school operations. These theoretical models were the foundation for the development of research procedures, including Questionnaires and Interview Schedules. Included in the design were some research techniques developed by the Edmonton Public School District in Edmonton, Canada.

Samples of Schools and Individuals in the Assessment were very carefully drawn in order to ensure representativeness. Concerning the sample schools, representativeness was sought under categories of geographic location, level of education offered, size of school, type of education (i.e., boys', girls', or co-educational). Concerning the samples of individuals to act as respondents to the questionnaires and interview schedules, representativeness was sought under categories of position, experience, age, sex, grade or subject taught (teachers' sample), familiarity with the school (parents' and alumni sample). All sampling criteria were met for the selection of the sixteen sample schools. Table 1 sets forth the school sample by basic identifying data, including the eight site-visit schools in which the Assessment Team spent some time.

With the exception of the parents' and alumni sample, which was quite heavily skewed to young males, all sampling criteria for individuals were met. The questionnaire sample included the sixteen principals of the 16 sample schools; 1,069 teachers; 3,991 students; 183 parents and alumni; 16 principals of nearby schools. Interviews were conducted with 8 principals of the eight site-visit schools; 43 teachers; 44 students; 48 parents and alumni; and 17 Ministry personnel, chiefly in Bangkok. There were thus 5,275 usable questionnaires completed and 160 interviews conducted and recorded.

Instrumentation for the study consisted of six questionnaires and six interview schedules which used a variety of types of items. Ten were translated into Thai and back-translated into English. The Ministry of Education supplied much documentary data, translated into English either in Bangkok or Edmonton.

Analysis of the data was conducted in Edmonton with the assistance of a Thai Associate seconded for that purpose. Numerical information was processed on the computer of the University of Alberta following coding of data in Thailand by Thai Associates.

Reporting on the Assessment Project consisted of four documents. The Final Report, Summary Report and Executive Summary were prepared and printed at The University of Alberta in Edmonton. The External Review was prepared in Ottawa, Canada and printed at The University of Alberta. All reports were released in Edmonton and Bangkok commencing in May, 1980.

## 5. FINDINGS: SPECIFIC OBJECTIVES

Concerning Specific Objective #1, "the provision of a more flexible and diversified curriculum," data and opinions were tapped concerning the variety of courses and programs; availability of practical arts; quality of the various curricula in use in the schools; adequacy of the curriculum in preparing students for further education or employment; entrance criteria; adequacy of guidance services; adequacy of learning materials.

Table 1

Sixteen Sample Schools by Basic Identifying Data

| Assessment Code Number | Name of School | Province | Region | No. of Teachers 1978 | No. of Students 1978 |
|---|---|---|---|---|---|
| 01* | Rayong Wittayakom | Rayong | C | 168 | 2,899 |
| 02 | Bangpakong Borwon Wittayakom | Chacheongsao | C | 73 | 1,118 |
| 03* | Singburi | Singburi | C | 161 | 3,038 |
| 04 | Surat Thani | Surat Thani | S | 141 | 2,595 |
| 05* | Sriyapai | Chumporn | S | 135 | 2,571 |
| 06 | Benjamarachutit | Rajburi | C | 133 | 2,615 |
| 07 | Nari Nakun | Ubon Ratchathani | NE | 182 | 3,331 |
| 08 | Benjamathep Uthit | Petburi | C | 141 | 2,550 |
| 09 | Tatum Prachaserm Wittaya | Surin | NE | 74 | 1,325 |
| 10 | Ratchoorika Nukroh | Rajburi | C | 150 | 2,400 |
| 11* | Pan Phrao | Nongkhai | N | 49 | 974 |
| 12* | Phon Tong Pattana Wittaya | Roi-et | NE | 89 | 1,478 |
| 13* | Pua | Nan | N | 72 | 1,292 |
| 14* | Mae Tang | Chiengmai | N | 48 | 836 |
| 15 | Ranode Wittaya | Songkhla | S | 73 | 1,347 |
| 16* | Photaram "Phota Wattanaseni" | Rajburi | C | 96 | 1,826 |
| TOTAL | | | | 1,785 | 32,195 |

* Indicates schools visited by the research team during the data-collection phase of the Assessment.

The conclusion of the Assessment Team was that very satisfactory progress has been made towards providing a flexible and diversified curriculum.

Concerning Specific Objective #2, "the provision of needed facilities for the schools," data and opinions were tapped concerning adequacy of school sites and buildings; utilization of the buildings and facilities; "best" and "worst" features of the schools.

The conclusion of the Assessment Team was that the facilities which were constructed for the RSS Project were generally satisfactory, but that considerable inadequacies exist in some identified areas.

Concerning Specific Objective #3, "the assignment of qualified teachers to the schools," data and opinions were tapped concerning age of teachers; sex; years of teaching experience; experience in RSS schools; level of professional preparation for teaching; familiarity of teachers with the curricula in use.

The conclusion of the Assessment Team was that the RSS Project schools were generally staffed with young, well-qualified teachers in the first decade of their career.

Concerning Specific Objective #4, "the furnishing of equipment, supplies and teaching aids," data and opinions were tapped concerning adequacy of equipment; of supplies; of furniture, together with adequacy of teaching aids such as textbooks, library and technical books, encyclopedias and dictionaries, leisure reading books and magazine, films and filmstrips. Opinions were also tapped concerning the specific needs of the subjects in the curriculum. General opinion was positive, but opinion on specifics varied considerably.

The conclusion of the Assessment Team was that generally, the RSS schools had provided equipment, supplies and teaching aids to facilitate learning, but that in some specific areas progress was modest and below the expectations of the various groups involved in this educational enterprise.

Concerning Specific Objective #5, "the provision of a supervision and training program for teachers," data and opinions were tapped concerning the Alberta Training Program for administrators; in-service training in Thailand provided by the RSS Project; school intervisitations; supervisory practices; needed school changes; satisfaction with the RSS schools.

The conclusion of the Assessment Team was that the Department of General Education had made serious and generally effective efforts to provide a training program for teachers and administrators at the RSS schools, and that the efforts should continue.

Concerning Specific Objective #6, "the quality of the administration of the schools," data and opinions were tapped concerning teachers' workloads; hours of operation; scheduling the schools; supervision of teachers; staff development; in-service training; involvement in decision-making; liaison with the Ministry of Education; effectiveness of project implementation; adult education programs; effectiveness of some school services and policies; general satisfaction with the administration of the schools; financial position and financial management in the schools; estimated cost per student; discipline; general school atmosphere; general opinion concerning the effectiveness of the administration of the RSS schools. The estimated cost per student was found to be ฿2,398 per year.

The conclusion of the Assessment Team was that on the whole, the RSS schools were administered effectively, but that room for improvement existed in several areas, such as scheduling, accounting, and teacher morale.

Concerning Specific Objective #7, "the satisfaction of administrators, teachers, pupils, parents and alumni, and Ministry officials with the schools in helping to meet the social and economic needs of Thailand," data and opinions were tapped concerning popularity of the schools; parental understanding of the schools; willingness of students to follow vocational or technical career routes; improvement in the quality of education in the RSS schools; student attitudes; school rating compared with other schools; general opinion on meeting the social and economic needs of Thailand.

> The conclusion of the Assessment Team was that on the whole, the RSS schools have made a significant positive change in the educational services available at the secondary level in this provinces, through making available a much wider curriculum and generally effective teaching and administration.

Concerning Specific Objective #8, "such other matters as may affect the schools, the Ministry and the local communities as a result of the RSS Project," data and opinions were tapped concerning a variety of facets of philosophical and operational significance not covered under Objectives 1 - 7. The topics tapped, then, under Specific Objective #8 were: curriculum development; evaluation of student achievement, Extra-curricular or co-curricular activities; academic emphasis; payment for learning materials and supplies; part-time employment of students; program articulation; implementation specifics; alternate approaches for possible future projects; response patterns from the individual samples; the assessment process itself; reporting from grouped data. No one conclusion was possible from such varying topics. However, brief highlights of conclusions under each topic were:

- Curriculum development in the Ministry of Education was very thorough and normally demonstrated representativeness of opinion.
- Evaluation of student achievement was remarkably uniform and high on final examinations, but not so high in MS 4 and 5.
- Extra-Curricular or Co-curricular activities were numerous, well-organized, and highly-regarded.
- A strong continuing academic emphasis was found in the RSS schools, accompanied by good interest in vocational courses.
- Some students lacked equality of educational opportunity through lack of money to buy supplies.
- Part-time employment of students was very small, but in a surprising variety of jobs.
- Articulation of school programs with other educational institutions and the world of work was present but could stand improvement.
- Implementation of the RSS Project was accompanied by operational difficulties of space, staff, and time, and some tendering policies seemed inappropriate.
- Alternate approaches towards implementation focussed chiefly upon earlier preparation of staff prior to installing the comprehensive curriculum.
- Response patterns in the questionnaires and interview schedules showed great internal consistency: highest ratings - principals and M1 students; average ratings - MS 3 students and parents and alumni; lowest ratings - MS 5 students and teachers. Teachers' ratings

frequently dropped below the mid-point when all others were above.

- The philosophy and implementation of the Assessment itself seemed sound, producing a wealth of internally consistent data. The truly co-operative nature of the Assessment was strongly evident throughout.
- Grouping all the data from all the schools masked some findings of dissatisfaction in some schools.

## 6. FINDINGS: GENERAL OBJECTIVES

Findings concerning General Objective #1, the movement towards the implementation of the targets of the Development Credit Agreement #369 TH," have been detailed one by one in Part 5, above, concerning Specific Objectives, where each target was dealt with in turn. It might be said that in general, movement towards the targets demonstrated a great deal of concentrated effort, with results varying from reaching the target to having some distance yet to travel.

Concerning General Objective #2, "upgrading of secondary schools in towns and rural districts to a level that is competitive with the best schools in the Bangkok-Thonburi area," opinions were tapped through two items.

> The conclusion of the Assessment Team was that sample groups perceived their RSS schools as being considerably better than other secondary schools in their province, but generally, not quite as good as the government secondary schools in Bangkok.

Concerning General Objective #3, "the degree to which the schools provided students with special programs so as to meet the aptitudes and abilities of each student," large amounts of data were assembled from school and Ministry documents.

> The conclusion of the Assessment Team was that the RSS schools were making determined efforts to provide students with special programs so as to meet the aptitudes and abilities of each student, with considerable success for the above-average and average student, but with somewhat less success for the below-average student.

Concerning General Objective # 4, "satisfying the economic and social demands of the country in consonance with the Third National Economic and Social Development Plan, opinions were tapped from general queries, and reasoning used from detailed findings.

> The conclusion of the Assessment Team was that the demonstrated holding power of the RSS schools in providing students with more years of more diversified education will probably help to satisfy the economic and social demands of Thailand in the years ahead.

## 7. GLOBAL CONCLUSION

On the basis of the conclusions already presented, the following Global Conclusion emerged concerning the Rural Secondary Schools Project in Thailand:

> *The Rural Secondary Schools Project, a massive and complex innovation in rural and district secondary schools in Thailand, has demonstrated the possibility of greatly improving secondary education in the rural areas of the nation. Such schools could well be brought in throughout Thailand, provided adjustments are made to the educational system to offset the selective character of the RSS schools, a phenomenon which has emerged as a result of the success of the schools.*

## 8. RECOMMENDATIONS CONCERNING RSS PROJECT SCHOOLS

From the data which were assembled and analyzed by the Assessment Team, and the conclusions reached, twenty-four recommendations were made and prioritized concerning the RSS schools. The twelve recommendations classified as "High Priority" are presented herewith.

Curriculum

It is recommended that:

1. Thailand continue with its plan to diversify the curriculum in all its secondary schools,
2. The diversification of schools be accomplished with due regard to environment, resources, and occupations of the local communities in which each school is situated,
3. Teacher education services continue to provide instruction concerning new curricula, at both the pre-service and in-service levels,
4. Inadequacies in academic learning materials and in Practical Arts supplies and materials be studied and systematically remedied.

Organization and Administration

It is recommended that:

5. Computer scheduling of student timetables be piloted immediately with a view to using it in all deversified curriculum schools in the near future,
6. Plans for continuing, intensive, short-term training in educational administration, in Thailand, be given high priority.

Physical Plant

It is recommended that:

7. Inadequacies in buildings or equipment identified by respondents in the RSS schools and communities be studied and systematically remedied. Highest priority should be given to increasing the number of sanitary facilities (washrooms) and consideration given to a planned installation of gymnasia over a period of time,
8. Close study be given to improvement of the utilization of physical facilities and professional staff in the RSS schools in certain curricular areas.

Financial Management

It is recommended that:

9. The Department of General Education establish a policy of providing each school with either a flat operating grant or a foundation grant on a per-student basis, so that no student goes without materials or supplies for lack of funds,
10. The Department of General Education establish uniform accounting practices throughout the RSS schools, with special reference to accepted principles and practice in budgeting and in the preparation of annual statements of revenue and expenditure,
11. The Department of General Education give short-term intensive in-service training in budgeting and the preparation of annual reports of revenue and expenditure for those staff persons in the schools responsible for financial management in the schools.

Evaluation

It is recommended that:

12. A school-by-school study of the data generated by this Co-operative Assessment be undertaken in the immediate future with a view to determining the parameters of the many successful schools.

## 9. RECOMMENDATIONS CONCERNING CONDUCTING A CO-OPERATIVE ASSESSMENT

From the experience that the Assessment Team gained in planning, implementing and reporting upon the Thai-Alberta Co-operative Assessment Project, the following ten recommendations have been selected from the eighteen made in the Final Report. The ones set forth here are for immediate consideration if further assessments are being planned. In connection with conducting an assessment, then, it is recommended that:

1. The co-operative mode and Phases established for this Assessment be continued,
2. The Assessment again be designed from a solid theoretical base of general evaluation theory such as that of Stufflebeam, and an operational framework such as that of Metfessel and Michael.
3. Release time for research staff again be allowed,
4. The time-line for such a study be at least 24 months,
5. Budget provisions be increased for staffing, travel, key-punching, xeroxing and printing, and that a 5% line item be introduced for contingencies,
6. Documents needed for analysis be provided by the Ministry by the end of the Pre-testing phase,
7. More days be allocated for site visits to schools,
8. Random sampling techniques be used to select individuals for interviewing,
9. Time be allowed during site visits for evaluation of the assessment process itself,
10. The use of External Reviewers be continued.

Following the above recommendations would further improve and refine an already viable and productive Co-operative Assessment process such as that used in this study.

## 10. CONCLUDING REMARKS

The Assessment Team hopes that this Executive Summary will assist busy decision-makers to obtain quickly an overview of the background, design, implementation and findings of the Thai-Alberta Co-operative Assessment Project, 1978-1980. Readers are reminded that this is a highly-condensed version of a lengthy and detailed Final Report, and of a shorter Summary Report. The External Review of the Assessment and its Report is also available.

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